DOCUMENT RESUME

ED 233 151 CE 036 610

AUTHOR Burrow, Jim; Ditzenberger, Roger
TITLE Evaluating On-the-Job Training. Module Number 9. Work Experience Program Modules. Coordination Techniques Series.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.; Northern Iowa Univ., Cedar Falls. Dept. of Business Education and Administrative Management.
SPONS AGENCY Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE 82
NOTE 28p.; For related documents, see CE 036 602-617. For availability of printed module materials, see CE 036 602. The referenced videotape is available from Iowa Curriculum Assistance Systems, N008 Quadrangle, College of Education, Iowa State University, Ames, IA 50011 (on loan, write for purchase price).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperative Education; Evaluation Criteria; *Evaluation Methods; Guidelines; *Interviews; Learning Activities; *On the Job Training; Pretests Posttests; Records (Forms); Secondary Education; *Student Evaluation; *Teacher Education; Vocational Education; *Work Experience Programs

ABSTRACT

This self-instructional module, the ninth in a series of 16 on techniques for coordinating work experience programs, deals with evaluating on-the-job training. Addressed in the module are the purpose of and procedures for evaluating students' on-the-job training and procedures for conducting evaluation interviews to discuss students' on-the-job training. The module contains a series of pretests and learning activities, a guide sheet for a videotape presentation of student evaluation, a posttest, answers to the pretests and posttest, and a list of additional resources. Also provided are sample forms for use in evaluating student performance in a variety of cooperative vocational education programs. A guide for planning an on-the-job training evaluation interview for vocational students is appended to the module. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED233515

Evaluating On-The-Job Training

This module contains three major parts:

1. Material on the procedures for evaluating a vocational student's on-the-job training performance.
2. Sample evaluation instruments for completing on-the-job training evaluations.
3. A video-tape presentation showing an evaluation interview.

Prerequisite for module: None

When you have completed the module, you will:

GOAL 1: Know the purposes of and procedures for evaluating students' on-the-job training

GOAL 2: Be able to conduct an evaluation interview to discuss a student's on-the-job training.

To begin this self-instructional module, please turn to the pre-test on page 2.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Athen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE036610

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
Module 8: Developing and Implementing Training Plans - Dr. Jim Burrow
Module 9: Evaluating On-the-Job Training - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 10: Establishing an Advisory Committee - Dr. Del Shepard and Dr. Jim Burrow
Module 11: Federal and State Employment Laws - Mr. John Kidney
Module 12: Regular Coordination Activities - Dr. Jim Burrow
Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
Module 14: Vocational Assessment - Dr. William Callahan
Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
Mr. Ed O'Leary - Advisory Committee Member
Mrs. Bonnie Schmalle - Advisory Committee Member
Mr. John Struck - Advisory Committee Member

The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE PURPOSES OF AND PROCEDURES FOR EVALUATING STUDENTS' ON-THE-JOB TRAINING

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the Learning Activities.

1. What is the main purpose of evaluating students' on-the-job training other than grading?

2. Why should evaluation occur on a regular basis during the student's work experience?

3. What are the roles of the training sponsor and the teacher-coordinator in the evaluation process?

4. List a step-by-step procedure for evaluating students' on-the-job training.

DIRECTIONS: When finished with the pre-test, please turn to page 21 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-12.

GOAL 1: KNOW THE PURPOSES OF AND PROCEDURES FOR EVALUATING STUDENTS' ON-THE-JOB TRAINING

DIRECTIONS: Read pages 3-7 and review the sample evaluation forms on pages 8-12 Then complete the Self-Check.

INTRODUCTION:

The cooperative work experience program has several goals. The program is organized to: assist the student in developing academic, social, and personal skills needed to live as a productive member of society; provide an opportunity for the student to receive exploratory work experiences; provide an opportunity for the student to develop work habits and personality traits needed in a job; and provide an opportunity for the student to develop basic job skills as well as other skills needed to be successful in an occupation.

The cooperative work experience program, to achieve these goals, must provide its students with actual job experiences. On-the-job training allows the student to develop employment skills in a supervised work setting. In order for the training experience to be successful, the work experience teacher-coordinator must carefully plan, organize, and evaluate the work experience student's on-the-job training.

After the work experience teacher-coordinator develops the training plan in cooperation with the training sponsor, the student needs to be evaluated on a regular basis to determine if progress is being made toward developing the specific job skills. The work experience teacher-coordinator should develop an evaluation procedure that will measure the student's performance and will provide the student with information on current strengths and areas where improvement is needed.

DEVELOPING A SYSTEM FOR EVALUATION

In developing an evaluation system, the teacher-coordinator must determine the purpose of the evaluation, what needs to be evaluated, when evaluation should occur, and how to evaluate the student.

PURPOSE OF EVALUATION:

Evaluation in education is very often tied to the grading process. When a student's on-the-job training is evaluated, the evaluation is usually used to determine a grade as well. While evaluation for grading is necessary, it is important to realize that evaluation has other uses in the cooperative program. It can provide the student, the teacher-coordinator and the training sponsor with information that will be helpful in planning future instruction. The evaluation form should identify the personality traits, work habits, work adjustment skills, and basic skills needed for success in a job. The training sponsor in evaluating the student's performance is identifying which skills the student performs well and which skills the student needs to improve. The training sponsor can use the information from the completed evaluation form to assist the student in improving specific job skills. The training sponsor can also inform the teacher which skills need improvement so individual classroom instruction may be provided the student. Of course, the purpose of conducting evaluations of students' on-the-job training must be specifically identified before anything else is begun. The structure and content of the evaluation form, the procedures used, and the use of the evaluation information may change based on the purpose of the evaluation. The teacher-coordinator should carefully consider why evaluation is needed, then state the purposes clearly so that students and employers will understand and support the evaluation procedures.

WHAT TO EVALUATE:

The goals and objectives of the work experience program will provide information on what to evaluate. Since the purpose of the work experience program is to develop work adjustment skills and specific employment skills, these skills will need to be evaluated. In addition, the student's basic job skills, social and communications skills should be measured. Most teacher-coordinators also evaluate the personality traits, work habits, and attitudes of the student.

WHEN TO EVALUATE:

Evaluation should occur on a regular basis. Students need to be evaluated often enough to receive reinforcement from the evaluation. Frequent evaluation will emphasize positive behavior and effective job performance, and will encourage the students to continue that effective performance. In addition, skills that require improvement can be corrected before they seriously affect student performance. A performance evaluation should be completed at least every five to nine weeks if it is to be most useful to the student and the employer.

HOW TO EVALUATE:

The evaluation will be completed by the training sponsor. The training sponsor is in the best position to objectively evaluate the student's job performance. However, the teacher-coordinator must structure the evaluation process by developing a procedure, providing evaluation materials, and scheduling and conducting an evaluation interview with the student and the training sponsor after the evaluation form has been completed.

PROCEDURES FOR EVALUATION:

The following procedures should be followed in evaluating the student's on-the-job training:

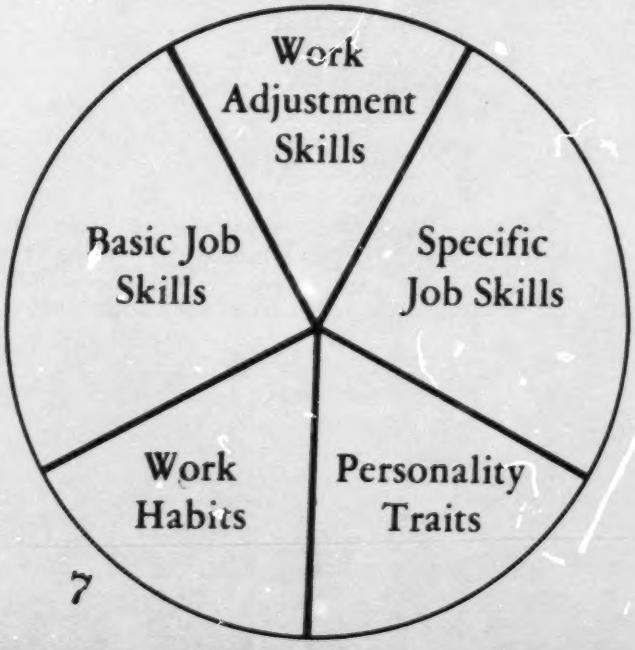
1. Identify what is to be evaluated. An important purpose of the work experience program is to develop the job skills of each student. Of course those skills should be evaluated. Job analysis or competency studies can be used to identify the important skills of particular jobs. The teacher-coordinator can also discuss the job skills with advisory committee members and training sponsors.

In addition to basic and technical job skills, the work habits, attitudes and personality traits needed for job success should be evaluated. Attendance, appearance, cooperation, dependability, etc. are important in many jobs. If they are necessary for job success, they should be evaluated. However, the teacher-coordinator should be careful not to include items that are unrelated to the job.

2. Select or develop an evaluation form. The form to be used in evaluation should be carefully selected. Since the form will be used by business people and students, as well as the teacher, it must be quite easy to understand and use. Also the form should allow the student's performance to be evaluated as completely as possible.

A variety of evaluation formats are used to measure student performance on-the-job. They range from detailed competency lists of each skill needed by an individual student to a general work-habit list that is appropriate for all students in a work experience program.

WHAT TO EVALUATE

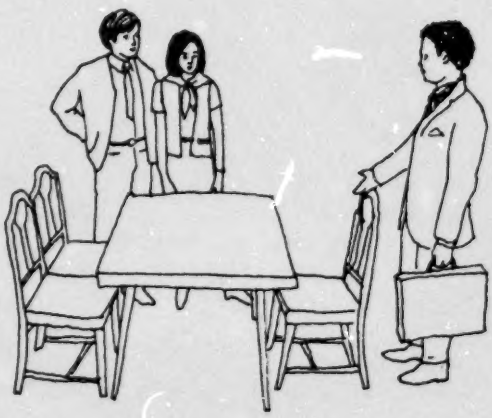


Several examples of evaluation forms are shown on pages 8-12.

When selecting a form, the teacher-coordinator should look for one that will be as objective as possible. Typically, ratings given only by a numerical ranking, percentage, or letter grade are quite subjective. Forms that give descriptive ratings will be more objective and provide meaningful information on the strengths of the student as well as areas needing improvement.

After examining several evaluation forms, the teacher-coordinator may choose to develop a new evaluation form or modify one to make it more useful for the specific program. It is always helpful, whether the evaluation form is new or modified, to have the advisory committee review the form for completeness and clarity.

3. Explain evaluation procedures. As students are accepted into the work experience program, and as training sponsors are identified to work with the student, the evaluation procedures should be explained to each one. Evaluation is an important element in the effectiveness of on-the-job training. Students and training sponsors must understand and be willing to use the evaluation process.



At the beginning of the year, the teacher-coordinator should talk with each student and training sponsor about the purpose of evaluation, the form that will be used, how the evaluations will be conducted, when evaluations will be scheduled, and how the evaluation information will be used. An application interview or classtime could be used to inform students of the procedures. Training sponsors should be given the information at one of their first meetings with the coordinator. Procedures should be summarized in a Training Guide, or a brochure, or on the evaluation form itself for the future reference of training sponsors and students.

4. Take evaluation forms to training sponsors. As the time for evaluations to be completed nears, the teacher-coordinator should prepare the students and training sponsors for the process. At the time of the first evaluation, the coordinator should review the procedure and evaluation form with the students. This may be the first job evaluation for many students, and they may have many questions and concerns. The student should understand that the purpose of the evaluation is to identify their job strengths as well as areas of needed improvement. They should understand that job criticism is given for the purpose of improving their job performance and should not be taken as personal criticism.

The teacher-coordinator should take the evaluation forms to the training sponsor each time -- they should not be mailed. Personal delivery stresses the importance of evaluation. It allows the coordinator to review the procedure with the training sponsor and to emphasize important skills to be evaluated. In addition a specific time for an evaluation conference can be scheduled. This coordination call need not be lengthy, but it is very important!

5. Schedule and conduct the evaluation interview. The evaluation is conducted to identify strengths and areas of needed improvement for the student. Information obtained through the evaluation is used to structure the next on-the-job training period. To insure that everyone understands the ratings and participates in the training process, an evaluation interview should be scheduled. The interview will include the student, the training sponsor, and the teacher-coordinator.

An evaluation interview often has a negative image. This is due in large part to the problems people have in giving and receiving criticism. Since this evaluation is a part of a training program and not related to promotion or pay decisions, much of the negative image should be removed. If the teacher-coordinator observes some negative reactions to the conference from the student or training sponsor, time should be spent in reviewing the value of the interview and procedures to be used in the interview. Make sure the student understands that the purpose of the evaluation is to assist the student in becoming an effective employee. Criticisms are made to help the student improve their on-the-job training performance.

The teacher-coordinator should control the evaluation interview to insure a positive atmosphere is maintained. Important strengths and weaknesses should be discussed, and plans should be developed for the next training period. Each participant should be given ample opportunity to discuss the evaluation items.

A careful record should be kept of the evaluation interview, particularly if information was discussed that was not included on the evaluation form. It may be useful for the coordinator to meet individually with the student and the training sponsor in case there is information that either wishes not to share with the other.

STUDENT-TRAINEE PERFORMANCE EVALUATION

FOR THE GARLAND HEIGHTS WORK EXPERIENCE PROGRAM

Student Name_____ Training Station_____

Directions: Rate your student-trainee's on the following areas for the nine-week grading period. Indicate the student's performance by circling the phrase which best describes performance.

1. Appearance	Outstanding in taste & care; always well-groomed.	Neat Dress, well-groomed usually.	Average in grooming & dress; careless about details of grooming.	Clean but careless of appearance & grooming; often neglects appearance.	Untidy, carelessly dressed; slovenly in appearance.
2. Initiative	Always finding jobs that need to be done.	Frequently looks for additional work to do.	Goes ahead on routine matters.	Seldom goes ahead on own.	Has to be told everything to do.
3. Dependability	Thoroughly dependable, trustworthy, works without supervision.	Very dependable; needs little supervision.	Responsible but needs some directions.	Sometimes unreliable, neglectful, forgetful.	Needs constant watching.
4. Interest in work & work attitude	Keen, eager.	Alert, tries to improve work in most cases.	Normally enthusiastic about work.	Seems indifferent, lacks drive, often needs proding.	Bored, shows little enthusiasm, no interest in work.
5. Cooperation	Cooperates fully in all matters.	Works well with associates.	Usually congenial and easy to work with.	Hard for others to work with.	Always wants own way; is hard headed.
6. Progress	Exceptional progress made in skills and knowledge.	Has advanced beyond expectation.	Has made average progress in training.	Has progressed in only a few phases of training.	Has made almost no progress.
7. Follows directions	Always does work the way told.	Usually follows directions, asks questions when unsure.	Sometimes follows directions, wants to do things own way.	Seldom follows directions.	Never listens to or follows directions.
8. Self-control;	Stable and unusual control of emotions.	Balance of responsiveness and control.	Usually well-controlled.	Apathetic, unresponsive.	Loses head easily.

9. Punctuality	Always on time, gets right to work.	On time most of the time.	On time, but needs some prodding to start work.	Seldom on time.	Always tardy.
10. Quantity of work	Superior production record.	Very industrious, does more than is required.	Volume of work is satisfactory.	Does just enough to get by.	Does not meet minimum requirements.
11. Quality of work	Highest quality.	Well done.	Acceptable.	Passable.	Poor.
12. Ability to learn	Grasps ideas very quickly.	Above average.	Average.	Rather slow to learn.	Very slow.
13. Judgment	Displays excellent common sense.	Makes good use of time.	Displays average judgment.	Occasionally uses poor judgment.	Very poor judgment.
14. Handling of systems	Knows business system, handles it accurately.	Usually careful and accurate.	Means to be careful but forgets.	Makes errors quite often.	Chronic error maker.
15. Cleaning work area	Keeps work area always orderly in fine condition.	Maintains work area satisfactorily without supervision.	Considers cleaning employment duty but gets it done.	Requires close supervision in cleaning.	Hates and neglects cleaning duties.
16. Arithmetic	Always accurate.	Usually accurate.	Needs to be more careful.	Needs remedial work building math skills.	Can't perform mathematical computations.
17. Communications	Extremely effective in all communications.	Usually uses effective communications.	Sometimes communications are not appropriate.	Makes many communications mistakes.	Communications skills are very poor.

List those skills the student completes well:

List those skills that the student needs to improve:

Additional Comments:

Training Sponsor

Date

COOPERATIVE VOCATIONAL EDUCATION
TRAINING PLAN

Fast Food and Restaurant Service

Student _____ Training Period: From _____ To _____

Please check the Training Column as training is provided for each item. Then at the end of the training period, evaluate each item by placing a check mark in the appropriate Evaluation Column. Use the following code for evaluation: 1-Unsatisfactory; 2-Below Average; 3-Average; 4-Excellent

	Training	Evaluation 1	2	3	4
Operations					
Cash Register					
Making Change					
Handling Checks					
Handling Credit Cards					
Figuring Bills					
Open/Close Procedures					
Restaurant Safety					

	Training	Evaluation 1	2	3	4
Selling					
Greeting &/or Seating					
Explaining Menus					
Taking Orders					
Suggestion Selling					
Serving Orders					
Telephone Orders					
Handling Complaints					

	Training	Evaluation 1	2	3	4
Housekeeping					
Food Protection					
Health Dept. Require.					
Setting Tables					
Cleaning Tables					
Cleaning Floors, Windows					
Machine, Hand/Pot Wash					
Cleaning/Refiling Condiments					

	Training	Evaluation 1	2	3	4
Equipment					
Handtools					
Grills & Deep Fryers					
Ovens &/or Broilers					
Steam Tables					
Cold Units					
Dishwashers/Disposals					
Slicers & Mixers					

	Training	Evaluation 1	2	3	4
Food Preparation					
Meats, Poultry, Fish					
Vegetables					
Potatoes					
Sandwiches					
Salads/Dressings					
Bread, Pastries, Desserts					
Beverages					

	Training	Evaluation 1	2	3	4
Merchandising					
Menu Planning					
Ordering Supplies/Food					
Receiving Supplies/Food					
Conservation Supplies					
Storing Supplies/Food					
Taking Inventory					
Menu Design					
Show Cards					
Advertising					
Point of Purchase					

Comment on major strengths and weaknesses of the student during this training period:

Date _____

Training Sponsor _____

Business _____

SALES TRAINING PLAN

STUDENT-TRAINEE _____ TRAINING SPONSOR _____

JOB DESCRIPTION _____ TRAINING STATION _____

Initial Training Period

COMPETENCIES TO BE DEVELOPED	EVALUATION		
HUMAN RELATIONS SKILLS			
___ Demonstrates a positive attitude toward the store, its merchandise, and services.	Excellent attitude	OK	Needs Improvement
___ Works cooperatively with customers, co-workers, and managers.	Needs Improvement	OK	Works cooperatively
___ Serves the customer courteously.	Courteously serves customer	Needs Improvement	OK
___ Demonstrates a concern for the feelings and rights of each individual.	OK	Shows concern for people	Needs Improvement
___ Accepts criticism and uses it to improve performance.	Accepts criticism well	OK	Needs Improvement
BASIC JOB SKILLS			
___ Follows the store's policies, rules, and regulations.	Follows rules well	OK	Needs Improvement
___ Learned the responsibilities of the sales position.	Learned responsibilities	OK	Needs Improvement
___ Developed effective work habits such as punctuality, dependability, and initiative.	Needs Improvement	Excellent work habits	OK
___ Dresses in an appropriate manner for the job.	OK	Well dressed	Needs Improvement
___ Practices good personal hygiene.	Good hygiene	OK	Needs Improvement
___ Listens to and follows directions, assignments, and information from customers and managers.	Completed assignments well	OK	Needs Improvement
___ Effectively communicates with customers, employees, and managers.	Needs Improvement	Communicates well	OK
___ Uses telephone correctly.	OK	Uses correctly	Needs Improvement
___ Demonstrates the ability to perform needed mathematical computations.	Performs well	OK	Needs Improvement
___ Demonstrates the ability to effectively use a cash register and make change.	Uses cash register well	Needs Improvement	OK
___ Demonstrates the ability to handle all types of sales transactions such as layaway, exchange, or refunds.	Handles well	OK	Needs Improvement
___ Performs tasks in addition to the sales functions such as housekeeping, stockkeeping, etc.	Performs duties well	Needs Improvement	OK
___ Aware of where merchandise is located.	Knows location	OK	Needs Improvement
___ The ability to receive, check, and mark merchandise.	OK	Needs Improvement	Performs Skills well
___ Studies merchandise information found on tags, labels, leaflets, etc.	Studies information	OK	Needs Improvement
___ Ability to stock shelves, racks, and displays.	OK	Excellent ability	Needs Improvement
___ Demonstrates effective use of time.	Good use of time	OK	Needs Improvement

COMPETENCIES TO BE DEVELOPED	EVALUATION
SALES ATTITUDES	
___Displays the attitude of giving the customer the best service and treatment possible.	Displays excellent service attitude / OK / Needs Improvement
___Shows a sincere interest in customers and their problems.	Needs Improvement / Sincere interest shown / OK
___Tries to sell the customer on merchandise benefits; not on the merchandise itself.	OK / Sells merchandise benefits / Needs Improvement
SALES SKILLS	
___Use an appropriate customer approach.	Uses appropriate approach / OK / Needs Improvement
___Asks questions to determine customer needs and buying motives.	OK / Needs Improvement / Good use of questions
___Listens to and analyzes customer reactions in order to develop the sales presentation to meet the needs of the customer.	Needs Improvement / OK / Analyzes well
___Provides merchandise information and how the product is used.	Provides information / OK / Needs Improvement
___Demonstrates the merchandise and involves the customer to create interest and desire.	OK / Demonstrates well / Needs Improvement
___Uses trial closing techniques at the appropriate time.	Needs Improvement / Uses trial closing well / OK
___Informs the customer of services provided by the store.	Informs well / OK / Needs Improvement
___Uses effective suggestion selling techniques.	Suggestion selling effective / OK / Needs Improvement
___Reassures customer that purchase was a wise buying decision.	Reassures well / Needs Improvement / OK

DIRECTIONS: Please give the training period just completed careful consideration. If a student is to improve the on-the-job performance, he/she must understand both their strengths and areas of needed improvement. Please list these in the appropriate column.

STRENGTHS	AREAS OF NEEDED IMPROVEMENT

SELF-CHECK

1. Using the sample evaluation forms on pages 8-12 or other sources of information, develop an evaluation form to be used in your work experience program.

2. Using an audio-tape recorder, record a description of the evaluation procedures you will use in your program. Assume the information is being prepared for a new training sponsor; prepare a one-page brochure to be given to a training sponsor that describes the evaluation procedures.

DIRECTIONS: When finished compare your answers with the information on pages 3-12. If you would like additional information, please turn to the Additional Resources listed on page 24.

PRE-TEST: GOAL 2

BE ABLE TO CONDUCT AN EVALUATION INTERVIEW TO DISCUSS A STUDENT'S ON-THE-JOB TRAINING

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 15 to begin the Learning Activities.

1. What should the teacher-coordinator do to prepare for the evaluation interview?

2. What are the three major determinants of a successful evaluation interview?

3. What should the student's role be in the evaluation interview?

4. How should the training plan be used in the evaluation interview?

DIRECTIONS: When finished with the pre-test, turn to page 21 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: BE ABLE TO CONDUCT AN EVALUATION INTERVIEW TO DISCUSS A STUDENT'S ON-THE-JOB TRAINING

DIRECTIONS: Please read the information on pages 15-18 and watch the video tape presentation of an evaluation interview. Then complete the post-test items on page 20.

INTRODUCTION:

The evaluation process is not complete until a conference has been held to discuss the evaluation. The conference provides an opportunity for the training sponsor, the student, and the teacher-coordinator to discuss the student's performance and to plan for the next training period.

If the evaluation process is not carefully controlled, it can become a very negative experience for the student and the training sponsor. The evaluation interview provides an excellent opportunity for the teacher-coordinator to show the value of the evaluation process as well as to create a positive atmosphere.

It is often difficult for the student to interpret the evaluation form without some discussion. The training sponsor can usually provide more information about the student's performance through an interview than is possible using the evaluation form alone. On-the-job training can be improved if each person involved carefully reviews and discusses the strengths and weaknesses of the student's performance and agrees on methods for improving performance.

Planning the Evaluation Interview

The teacher-coordinator is responsible for planning and implementing the entire evaluation process including the evaluation interview. The interview should be scheduled as soon as possible after the training sponsor has completed the evaluation form. A time can be established that is convenient for both the training sponsor and the student.

Ample time should be available so no one feels pressured to hurry through the interview. A location should be available so that it is free from distractions and interruptions and provides a relaxed atmosphere.

The teacher-coordinator must take care in preparing the student and the training sponsor for the first interview. Most students have never had their job performance evaluated and many training sponsors have never participated in evaluation conferences. Both may be apprehensive about the interview and unsure of how the interview will be conducted. To reduce the apprehension, the teacher-coordinator should make sure that each person understand the purpose of the evaluation process -- to improve the student's performance. Also, the teacher should discuss the interview procedures with each student and training sponsor prior to the conference and answer all questions. If the first evaluation interview is positive and successful for the student and the training sponsor, future conferences will be much easier.

CONDUCTING THE EVALUATION INTERVIEW

The major determinants of a successful interview are (1) the atmosphere, (2) content, and (3) outcomes. The teacher-coordinator must maintain a positive, comfortable atmosphere, keep discussion directed toward the evaluation of the student's job performance, and insure that the interview is completed by establishing goals for the next training period.

Atmosphere. The interview provides an opportunity for the exchange of information about the student's performance on the job. The result of that exchange should provide for recognition of student successes as well as improvement of performance.

The teacher-coordinator cannot assume that the interview will be a positive, comfortable experience. Careful planning must be done to insure the success of the interview. Before the interview, the teacher should review the evaluation form to determine how the training sponsor has rated the student's performance. At the same time, the teacher must determine the appropriate counseling method to use in conducting the interview. If a directive style is used, the student is told rather specifically what changes in performance are expected. A non-directive style allows more student participation in determining areas of improvement needed and how that improvement will be accomplished. The objectives and expected outcomes of the interview should be outlined before the interview to insure that all information will be discussed.

When the interview begins, the first few minutes should be spent putting the student at ease. Then the purpose of the session and the evaluation form should be briefly reviewed.

Content. The evaluation interview is an opportunity for the full discussion of the student's on-the-job training experience. The feelings of the student are just as important as the facts. The interview must not be dominated by either the teacher-coordinator or the training sponsor. The student must be given the opportunity to discuss the job, strengths as well as problems, and ways the student believes improvement can be made. The teacher must encourage student participation during the interview. This can be done by asking questions, listening, supporting the student's statements, and keeping criticism at a minimum.

Since the purpose of evaluating is to measure student progress, much of the interview time should be spent reviewing successful performance and areas where the student has shown the most noticeable improvement. Areas where improvement is needed must be discussed but should not dominate the interview. When problems are discussed, the focus should remain on how the student can improve performance rather than the problem itself. The entire evaluation form should be reviewed, but the majority of the interview time should be devoted to a discussion of student success, important strengths, and methods of improving performance during the next training period.

Outcomes. The teacher-coordinator must be confident that the student's performance has been thoroughly discussed and there is general agreement on the performance. Then attention can be focused on the next training period. Before the interview is completed, plans for that period should be developed and agreed upon.

The Training Plan provides a useful format for completing the evaluation process. The plan can be reviewed and updated based on the results of the evaluation. In addition, the teacher-coordinator can identify related classroom instruction that may help the student improve performance. Specific activities can be identified to be accomplished during the next training period.

The student should actively participate in this planning. Interest in the training should increase if the student becomes involved in the process. Since the student has experience in the business, his or her suggestions can be very valuable in improving the training. In addition, the student can more clearly see the relationship between the evaluation just completed and the next training period. Cooperation and enthusiasm should result. In order to achieve these benefits, however, the student must do more than observe. The teacher-coordinator and training sponsor must encourage the student to participate.

TEN COMMANDMENTS FOR CONDUCTING AN EVALUATION OF THE STUDENT'S ON-THE-JOB TRAINING PERFORMANCE

The evaluation interview is an important part of the evaluation process. The evaluation interview, however, is a difficult procedure for many business people, managers, or supervisors to conduct. The teacher-coordinator must carefully plan each interview to make sure that it provides an opportunity for the discussion of the student's performance. Atmosphere and content should be carefully controlled. However, the teacher-coordinator should not dominate the interview, but encourage the student and training sponsor to discuss the evaluation. The following ideas should prove beneficial in making the evaluation interview a positive experience for the student:

1. Make sure the interview is conducted in a quiet, private place, which is free of annoying interruptions.

2. Plan for the evaluation interview. (See Appendix for planning form.)

3. Explain that the purpose of the evaluation interview is to measure student progress and to identify performance or skills which are performed well and those skills which need improvement. Make sure the student realizes that the purpose of the interview is to assist him/her in improving on-the-job training performance.

4. Start the interview by putting the student at ease. Remain calm regardless of student attitude or student behavior.

5. Start the interview with positive comments about skills the student performs well.

6. LISTEN TO THE STUDENT -- part of the purpose of the evaluation interview is to gain information or learn more about the student's attitude toward the on-the-job training. The student should be given the opportunity to discuss strengths and areas of needed improvement, as well as discuss means of improving performance.

7. CORRECT ACTIONS -- DON'T ATTACK THE STUDENT -- The evaluation interview should center on an evaluation of the student's performance of the basic job skills, work adjustment skills, human relations skills, and specific job skills needed to be successful in an occupation. Talk about objective job-skill performance, NOT about subjective factors.

8. OFFER ENCOURAGEMENT -- Make sure the student understands that you believe he/she does more things right than wrong. Offer sincere compliments when the student's performance merits your positive reinforcements. When the student needs to improve a skill, make sure you provide suggestions and/or instructions on how to improve their performance.

9. LEAVE THE STUDENT ANXIOUS TO IMPROVE -- Make sure the student realizes that you are not attacking him/her. Help the student identify ways they can improve the on-the-job training performance.

10. PLAN FOR FOLLOW UP PROCEDURES -- Suggest how the student will receive instruction to improve -- classroom instruction from the teacher-coordinator or specific job instruction from the training sponsor. Give the student specific instruction on the why, how, and whens for improving.

The evaluation interview is not complete until plans have been developed and agreed upon for the next training period. If the evaluation interview is completed successfully, on-the-job training should be more effective in the future.

GUIDESHEET FOR THE VIDEOTAPE
EVALUATING STUDENT ON-THE-JOB TRAINING

DIRECTIONS: Compete the following questions as you view the videotape. A copy of the evaluation form used in the conference is shown on pages 11-12.

1. How did the training sponsor and teacher-coordinator prepare for the 3-way evaluation conference?

2. How did the teacher-coordinator put the student at ease?

3. What was the role of the training sponsor during the conference?

4. What was the role of the teacher coordinator?

5. What plans were made for the next training period?

DIRECTIONS: When you have completed this guide-sheet, please turn to page 20 for the post-test. If you feel you need additional information before attempting the post-test, turn to the Additional Resources on page 24.

POST-TEST

1. What is the main purpose of evaluating the student's on-the-job training?

2. List at least five procedures which should be followed in evaluating the student's on-the-job training.

3. Outline ten techniques for correcting which may assist you in conducting the evaluation interview.

PRE-TEST KEYS

GOAL 1

1. What is the major purpose of evaluating student's on-the-job training other than grading?

   Evaluation should provide the teacher, student, and training sponsor with information on the strengths and areas of needed improvement for the student. The information can be used to help structure the next training period.

2. Why should evaluation occur on a regular basis during a student's work experience?

   Students need to be evaluated often enough to receive reinforcement from the evaluation. It can emphasize positive behavior and correct problems before they become serious.

3. What are the roles of the training sponsor and the teacher-coordinator in the evaluation process?

   The Training Sponsor completes the evaluation form and participates in the evaluation interview with the student and the teacher-coordinator. The teacher-coordinator develops an evaluation procedure, provides evaluation materials, and schedules and conducts an evaluation interview with the student and the training sponsor.

4. List a step-by-step procedure for evaluating students' on-the-job training.

   1. Identify what is to be evaluated.
   2. Select or develop an evaluation form.
   3. Explain evaluation procedures
   4. Take evaluation forms to training sponsors.
   5. Schedule and conduct the evaluation interview.

GOAL 2

1. What should the teacher-coordinator do to prepare for the evaluation interview?

   a. Schedule the interview as soon as possible after the evaluation is completed.
   b. Schedule a time that is convenient for everyone and allows enough time for a full discussion.
   c. Review procedures with the student and the training sponsor and answer any questions.

2. What are the three major determinants of a successful evaluation interview?

   Atmosphere, content, and outcomes

3. What should the student's role be in the evaluation interview?

   The student should take an active part in the interview. He or she should be encouraged to discuss the evaluation, supply additional information to be considered, and suggest ways to improve the training experience.

   When the next training period is being planned, the student should also participate. In the way the student can see the relationship between the evaluation and training and should become more interested in the training.

4. How should the training plan be used in the evaluation interview?

   The Training Plan can be used to plan for the next training period at the end of the interview. It should be reviewed and updated on the basis of the results of the evaluation.

POST-TEST KEY

1. What is the main purpose of evaluating the student's on-the-job training?

   To provide the teacher, student, and training sponsor with information on the student's strengths and areas of needed improvement.

2. List at least five procedures which should be followed in evaluating the student's on-the-job training:

   1. Identify what is to be evaluated
   2. Select or develop an evaluation form
   3. Explain evaluation procedures to the training sponsor and the student.
   4. Take evaluation forms to the training sponsor
   5. Schedule and conduct the evaluation interview

3. Outline ten techniques for correcting which may assist you in conducting the evaluation interview.

   1. Make sure the interview is conducted in a quiet, private place free from interruptions.
   2. Plan for the evaluation interview.
   3. Explain the purpose of the interview to the student.
   4. Start the interview by putting the student at ease.
   5. Start the interview with positive comments about the student's on-the-job training performance.
   6. Listen to the student.
   7. Correct actions -- don't attack the student.
   8. Offer encouragement.
   9. Leave the student anxious to improve.
   10. Plan for follow-up procedures.

ADDITIONAL RESOURCES

1. The Center for Vocational Education, Performance-Based Teacher Education Modules, J-8: Evaluate Co-op Students' On-the-Job Performance, Athens, Georgia: American Association for Vocational Instructional Materials, 1975.

2. Lakin, Jon and Roark, Robin, Retailing Job Analysis and Job Evaluation, N.Y., N.Y., National Retail Merchants Association, 1975.

   National Retail Merchants Association, Appraising Retail Executive & Employee Performance, N.Y., N.Y., 1968.

3. Maier, Norman R.F., The Appraisal Interview - Three Basic Approaches, University Associates, LaJolla, California, 1976.

GUIDE FOR PLANNING A VOCATIONAL STUDENT'S ON-THE-JOB TRAINING EVALUATION INTERVIEW

PERSONAL DATA

Name of the student_____ Date_____

Training Station_____ Training Sponsor_____

Activities and interests of student_____

_____

_____

OBJECTIVES OF THE EVALUATION INTERVIEW

What do you want to accomplish during the evaluation interview? (Please list specific objectives)

1. _____

_____

2. _____

_____

3. _____

_____

List the job skills which the student performs well:

1.
2.
3.
4.
5.
6.
7.
8.

List the job skills the student needs to improve:

1.
2.
3.
4.
5.
6.
7.
8.

TIMING THE INTERVIEW

How long should the evaluation interview take:_____minutes. Have you planned the evaluation interview and made arrangements so you will not be interrupted? Is there anything you want the student to do to prepare for the interview?

_____

_____

_____

OPENING THE EVALUATION INTERVIEW

What will you do or say to put the student at ease?

_____

_____

_____

What favorable comments can you make to the student to begin the evaluation interview? (All students have more good than bad in them; more right than wrong, more things deserving praise than criticism.)

_____

_____

_____

What question will you ask or what will you say to begin the evaluation part of the interview? i.e. What skills seem to come easy for you? What skills are more difficult and skills which you need to improve?

_____

_____

_____

ACTION

Identify areas of needed improvement and ask the student what should be done to improve those job skills. Agree upon some procedures or techniques which the student should practice to improve performance.

_____

_____

_____

CLOSING REMARKS:

Summarize the session. Encourage the student and offer suggestions for improvement. Identify specific skills to work on and procedures or techniques for improvement. Close the interview by planning the date for the next evaluation interview.